Hobart and William Smith Colleges
Student Experience Survey
2023 Report

Contents

Study Design

The Hobart and William Smith Colleges Student Experience Survey surveyed graduate and undergraduate students aged 18 or older. The survey was administered online by Grand River Solutions, an independent company, with a survey tool developed by the Grand River Solutions team.

Hobart and William Smith Colleges identified the student pool for the survey and sent a message to potential participants notifying them to expect an email from Grand River Solutions with the survey link. When possible, Hobart and William Smith Colleges provided the race/ethnicity, binary gender, age, class year, residency status, full/part-time status, Pell grant status, and academic level (undergraduate/graduate) of the participant pool. This information was provided to Grand River Solutions through a secure portal. If Hobart and William Smith Colleges could not provide this data, a question was included in the survey to obtain it.

Grand River Solutions sent a personalized email to the students, each with a unique link to the survey, and sent reminder emails to non-respondents over the field period. The number of reminder emails and the field period was mutually agreed upon by Hobart and William Smith Colleges and Grand River Solutions.

All personally identifying information was automatically de-linked from survey responses once submitted. All personally identifying information was permanently deleted from Grand River Solutions devices and accounts within 60 days of the end of the survey field period and Hobart and William Smith Colleges was provided with a signed certification of data destruction.

Participants were informed that their responses were confidential and would be reported in aggregate form and no individually identifying information would be reported. The survey was provided in English and Spanish, and participants were able to toggle between the two languages throughout the survey. All survey questions were optional to participants. Hobart and William Smith Colleges was able to add custom questions to the survey as agreed upon by Hobart and William Smith Colleges and Grand River Solutions. The survey was approved by Ethical & Independent Review Services.

At the end of the survey, participants were given the opportunity to enter a raffle to win one of four $25 gift cards to the campus bookstore. Participants' survey responses were not connected to their raffle entry in any way.

Study Measures

Demographics

In addition to the demographic data provided by Hobart and William Smith Colleges, the survey included questions pertaining to the student's self-identification as an intercollegiate athlete, first generation college student, Greek Life member, as well as their enrollment in classes at HWS while in high school, their housing status, and parental status. Students were also asked to identify their sex assigned at birth, gender identity, sexual orientation, and disability status.

Knowledge and campus culture

Students were asked about their knowledge of key campus policies relevant to sexual and interpersonal violence. They were also asked about their perceptions of the campus culture, bystander intervention, and Hobart and William Smith Colleges's prevention and response efforts relevant to sexual and interpersonal violence.

Sexual and interpersonal violence

The survey asked participants about their experiences of sexual and interpersonal violence in the past 12 months, including sexual harassment, sexual assault, rape, intimate partner violence, and stalking.

The survey included follow-up questions for those that indicated experiencing sexual and interpersonal violence. These questions asked about academic, professional, and mental health impacts of their experience, their relationship with the perpetrator, the location of the incident, whether or not they reported the incident, reasons why they did not report, and their experiences during the reporting process if applicable.

School connectedness

Students were asked to reflect on their experiences at Hobart and William Smith Colleges and to identify their feelings and perceptions of belonging, equity, and well-being.

Data Analysis Methods

To be considered valid, a respondent had to have answered at least one question beyond the demographic section. To preserve participant confidentiality, any findings with a low response rate were omitted in reports to Hobart and William Smith Colleges.

Reports provided to Hobart and William Smith Colleges included only statistically significant findings. Statistical significance was determined using chi square tests and a p-value of <0.05. Statistical significance for the difference in means was determined using a t-test or one-way anova. When cells counts were less than 5, a Fisher's t-test was used to evaluate statistical significance.

All personal experience questions were collapsed to yes/no variables for each of the types of sexual and interpersonal violence. Sexual orientation was collapsed to straight/heterosexual and LGB+. Gender identity was collapsed to man, woman, and transgender, genderqueer, nonbinary, or gender nonconforming (TGQN). Race/ethnicity were collapsed into federally recognized categories of Black, Indigenous, and People of Color (BIPOC), and White. Definitions of these categories are included on the following page.

All likert scales (strongly agree to strongly disagree) were converted to a four-point ranking where 4= positive response and 1= negative response. Likert questions were grouped based on pre-determined themes of belonging, well-being, equity, and culture (when applicable). Responses to these questions were averaged for each theme and reported on a scale of 1 to 4.

Key Terms

BIPOC

Black, Indigenous, and People of Color (BIPOC) includes respondents who self-identified as African, Alaska Native, Asian/Asian American, American Indian/Indigenous, Black or African American, Caribbean/West Indian, East Asian, European, Hispanic/Latino/a/x/e, Latin American, Middle Eastern or North African, Native Hawaiian/Pacific Islander, South Asian, Southeast Asian, or another race/ethnicity.

LGB+

Lesbian, gay, and bisexual plus (LGB+) includes respondents that self-identified as lesbian, gay, bisexual, asexual, fluid, pansexual, queer, questioning, or another sexual orientation.

Sexual and interpersonal violence

Used to refer to sexual harassment, sexual assault, rape, intimate partner violence, and stalking collectively.

Sexual violence

Used to refer to sexual assault and/or rape collectively.

TGQN

Transgender, genderqueer, nonbinary, or gender nonconforming (TGQN) includes respondents that self-identified as agender, genderqueer/gender-fluid, non binary, questioning, two-spirit, another gender identity, intersex, man but not male assigned at birth, or woman but not female assigned at birth.

Response Rate and Participant Demographics

A total of 1,546 Hobart and William Smith Colleges students were invited to participate, and 156 (10%) completed the survey. The results of this report reflect only those who participated and may not reflect the experiences of all Hobart and William Smith Colleges students. Findings in this report should not be used to make conclusions about the entire student population.

Fig. 1 Race and ethnicity

White	75%
BIPOC	25%

Fig. 2 Gender identity

Woman	65%
Man	26%
TGQN	8%

Fig. 3 Age

18-20	65%
21-24	33%
25-29	1%
30+	1%
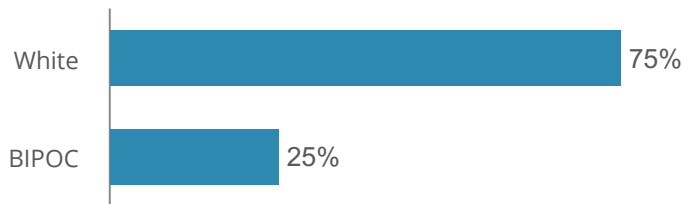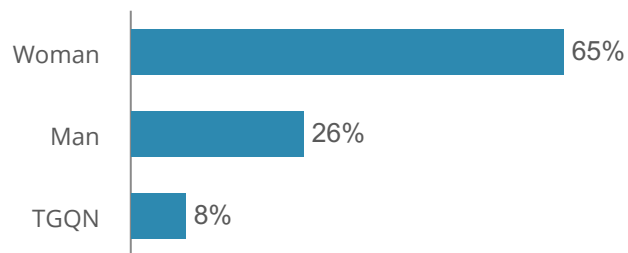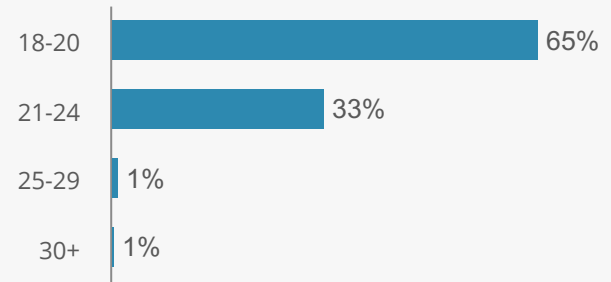
Fig. 4 Sexual orientation

Straight	59%
LGB+	41%
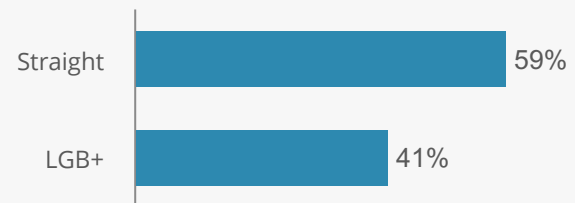
Fig. 5 Disability status

No	83%
Yes	17%
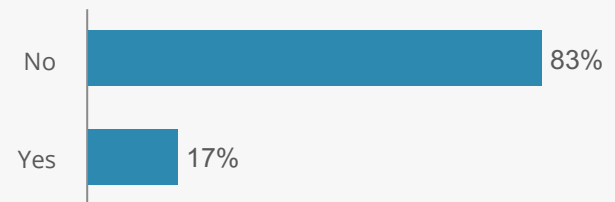
Academic Demographics

Fig. 6 Academic status

Undergraduate	97%
Graduate	3%

Fig. 7 Class year

5th year +	34%
2nd year	26%
3rd year	21%
4th year	19%
1st year	1%
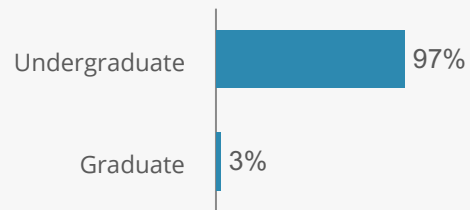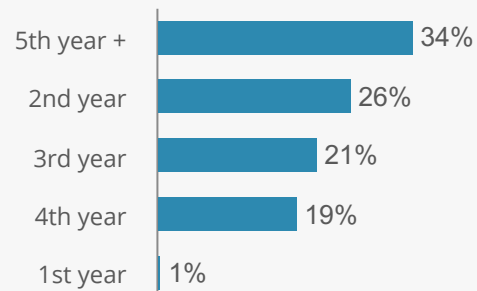
Fig. 8 Enrollment status

Full-Time	99%
Part-Time	1%

Fig. 9 Transfer status

No	96%
Yes	4%

Fig. 10 Residency

In-State	93%
International	7%
Out-of-State	0%
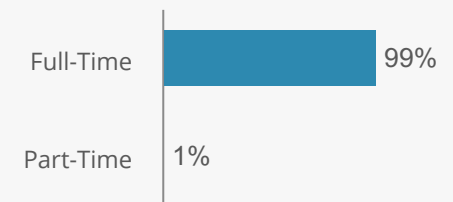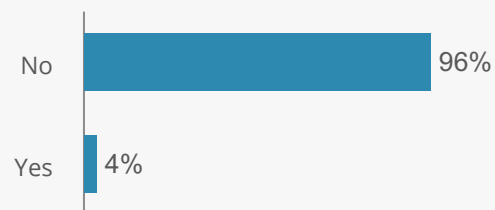
Fig. 11 Pell grant status

No	70%
Yes	30%

Executive Summary

School connectedness

Overall, a majority of participants indicated that they feel a sense of belonging, and feel safe and protected at HWS. Most students slightly agreed that the college treats all students equitably.

Knowledge of essential information

A majority of participants confirmed that they knew policies, procedures, and resources relevant to sexual and interpersonal violence. The information that the fewest percentage of participants said they knew was what happens when a student makes a report (55%). About one in six (18%) participants were either unsure or unaware that HWS has a Title IX Coordinator.

Campus climate and confidence in reporting

On average, students felt that it is common for people at the school to make sexist comments or jokes, and slightly disagreed that HWS is doing a good job of trying to prevent sexual and interpersonal violence from occurring, and holding perpetrators accountable. About half (55%) of participants believed that HWS would take their case seriously if they reported an incident, and about one in four (27%) felt that HWS would blame them or not believe them.

Sexual and interpersonal violence

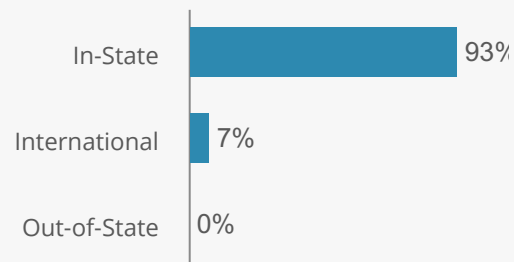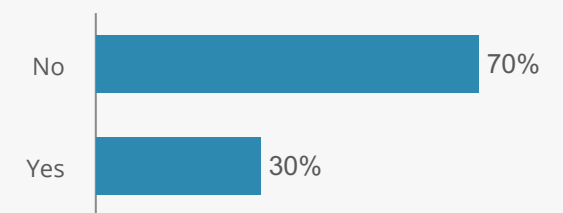Nearly half (47%) of participants experienced at least one form of sexual or interpersonal violence in the past year. Women were more likely to experience two or more incidents compared to men and TGQN students.

Of those who experienced an incident of sexual harassment, sexual violence, stalking, or intimate partner violence, about one in four (27%) considered leaving school, and about three in four (72%) experienced negative mental health impacts.

Reporting

The majority of participants who experienced sexual and interpersonal violence did not report the incident to campus officials. The most common reason for not reporting was that they didn't trust it would be taken seriously.

Bystander intervention

The most common reasons why participants who witnessed an incident of sexual or interpersonal violence did not intervene were that they did not want to upset a friend, and that they did not know what to do.

Findings

School Connectedness

Perceptions of Belonging, Well-being, and Equity

Students were asked to what extent they agreed or disagreed with statements about their feelings of belonging, well-being, and equity at Hobart and William Smith Colleges. Their responses were scored on a scale from 1 to 4, with 4 being the highest level of agreement.

Belonging

On average, students **agreed** that they feel a sense of belonging at Hobart and William Smith Colleges.

Equity

On average, students **slightly agreed** that HWS treats all students equitably.

Well-being

On average, students **agreed** that they feel safe and protected at HWS.

3.0/4
Belonging

2.9/4
Equity

3.0/4
Well-being

1 = lowest agreement
4 = highest agreement

Differences in Perceptions of Belonging, Equity, and Well-Being

Perceptions of belonging, equity, and well-being varied among demographic groups.

Belonging

LGB+, BIPOC, and TGQN students, and students with a disability reported a lower sense of belonging than their respective counterparts.

Equity

LGB+ and BIPOC students, and students with a disability were less likely to agree that HWS treats all students equitably than their respective counterparts.

Well-being

TGQN students and students with a disability reported a lower sense of well-being compared to their respective counterparts.

Fig. 12 Differences in perceptions of belonging

Group	Value
Survey sample	3.0
LGB+	2.9
BIPOC	2.8
TGQN	2.7
Students with a disability	2.6
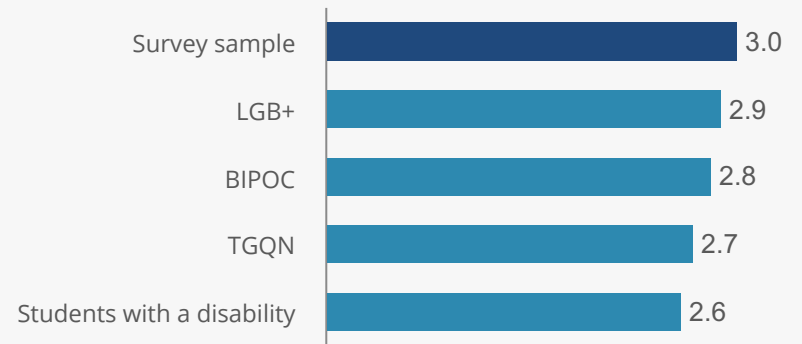
Fig. 13 Differences in perceptions of equity

Group	Value
Survey sample	2.9
LGB+	2.8
BIPOC	2.7
Students with a disability	2.6
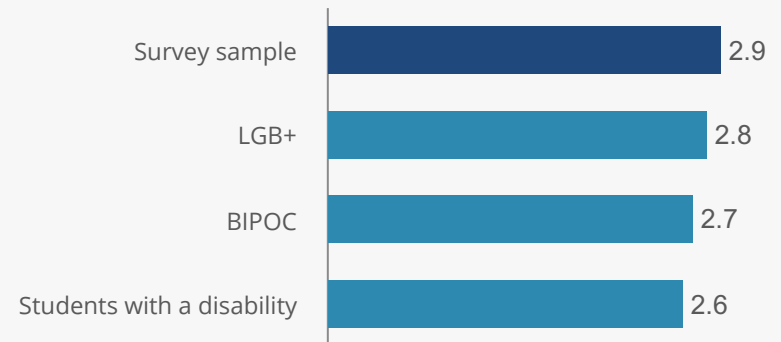
Fig. 14 Differences in perceptions of well-being

Group	Value
Survey sample	3.0
TGQN	2.7
Students with a disability	2.6
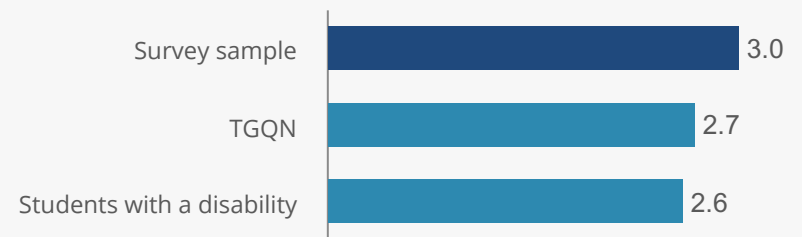
Findings

Knowledge of Resources and Policies

Knowledge of Resources and Policies

Knowledge of key information

Most students (67%) confirmed that they have learned about sexual and interpersonal violence through classes, training, or other programs at HWS, **63%** knew the college's policy addressing sexual assault, and a **majority (96%)** understood the definition of affirmative consent.

Knowledge of procedures

Fifty-five percent (55%) of students understood what happens when a student reports sexual and interpersonal violence, while **73%** knew the difference between the college disciplinary process and the criminal justice system.

Knowledge of resources and protections

Sixty-six percent (66%) of students indicated that they know their Title IX protections, and **78%** knew where at HWS they could get help if someone they know experiences sexual and interpersonal violence.

When asked if Hobart and William Smith Colleges has a Title IX Coordinator, **a majority (82%)** of participants answered 'yes', while 4% of participants answered 'no', and 14% answered that they were 'unsure'.

Fig. 15 Knowledge of campus resources and policies

Category	Percent
Understand affirmative consent	96%
Know where to get help	78%
Know difference between disciplinary process & criminal justice system	73%
Learned about SIV through classes, trainings, or other programs	67%
Know Title IX protections	66%
Know policy addressing sexual assault	63%
Understand what happens when a student reports SIV	55%
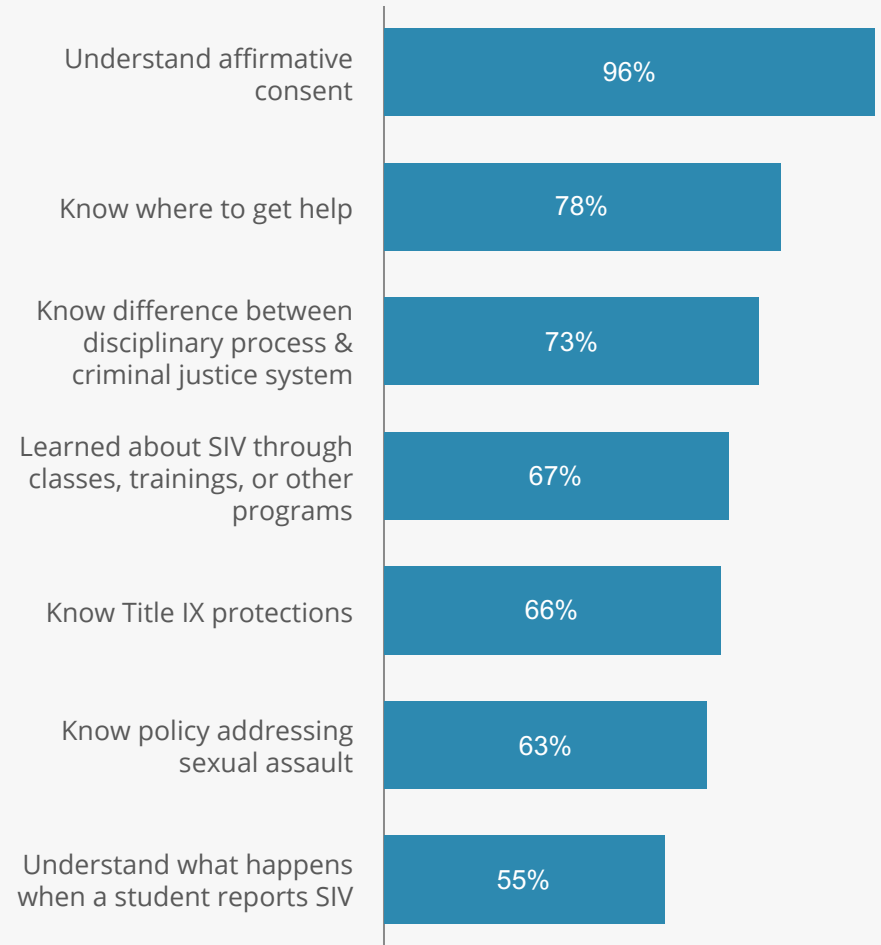
SIV = Sexual and interpersonal violence

Fig. 16 Does HWS have a Title IX coordinator?

Answer	Percent
Yes	82%
No	4%
Unsure	14%
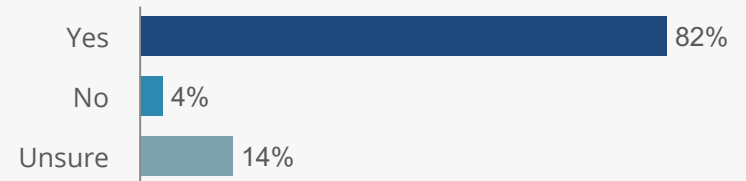
Findings

Campus Climate

Campus Culture

Students were asked about the culture of sexual harassment at Hobart and William Smith Colleges, and their perceptions of the college's efforts to prevent and respond to sexual and interpersonal violence. Their responses were scored on a scale from 1 to 4, with 4 being the highest level of agreement.

On average, students **slightly disagreed** that it is uncommon for people at the school to make sexist comments or jokes, and that Hobart and William Smith Colleges is doing a good job of trying to prevent sexual and interpersonal violence from occurring, and holding perpetrators accountable.

2.1/4

Campus Culture

1 = lowest agreement
4 = highest agreement

Differences in Perception of Campus Culture

Perceptions about the culture of sexual harassment at HWS varied among demographic groups.

LGB+ students and **students with a disability** were less likely to agree that it is uncommon for people at the school to make sexist comments or jokes, and that the college is doing a good job of trying to prevent sexual and interpersonal violence, and holding perpetrators accountable.

Fig. 17 Differences in perceptions of campus culture

Confidence in Reporting

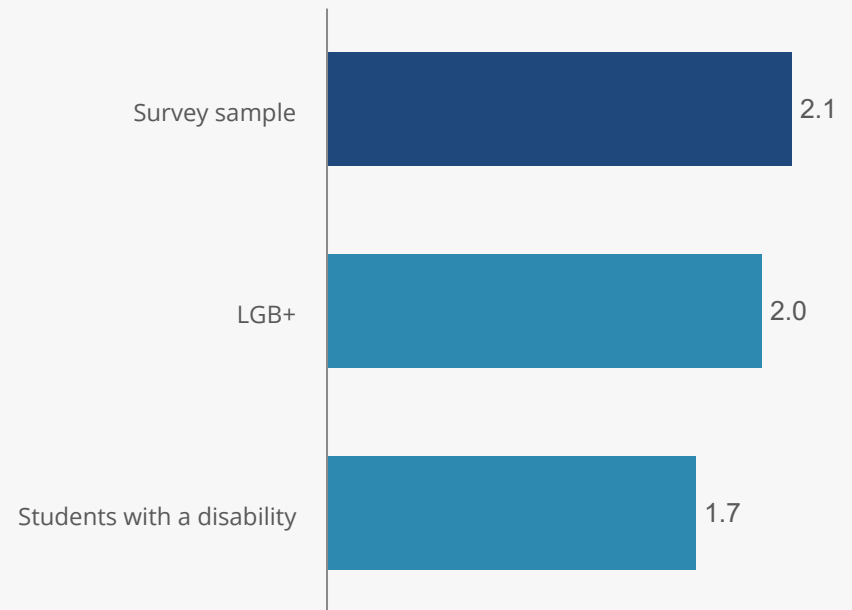Participants who indicated that they did not experience an incident of sexual and interpersonal violence in the past 12 months were asked about their confidence in the college's reporting process and campus resources.

Less than half (44%) of students said that they would go to the counseling or health center, **47%** would go to campus safety, and **49%** would go to another employee if they experienced sexual or interpersonal violence.

55% percent of students believed that their case would be taken seriously, and **27%** of students believed that the college would blame them or not believe them about the incident. **About three in four** (75%) students believed that their privacy would be protected, and **60%** believed that the college would take steps to protect their safety.

Of those who identified as having a disability, **64%** believed that the college would properly accommodate their disability.

Fig. 18 If I experienced SIV, I believe HWS would…

Category	Percentage
Protect my privacy	75%
Properly accommodate my disability	64%
Take steps to protect my safety	60%
Take my case seriously	55%
Blame me for what happened or not believe me	27%
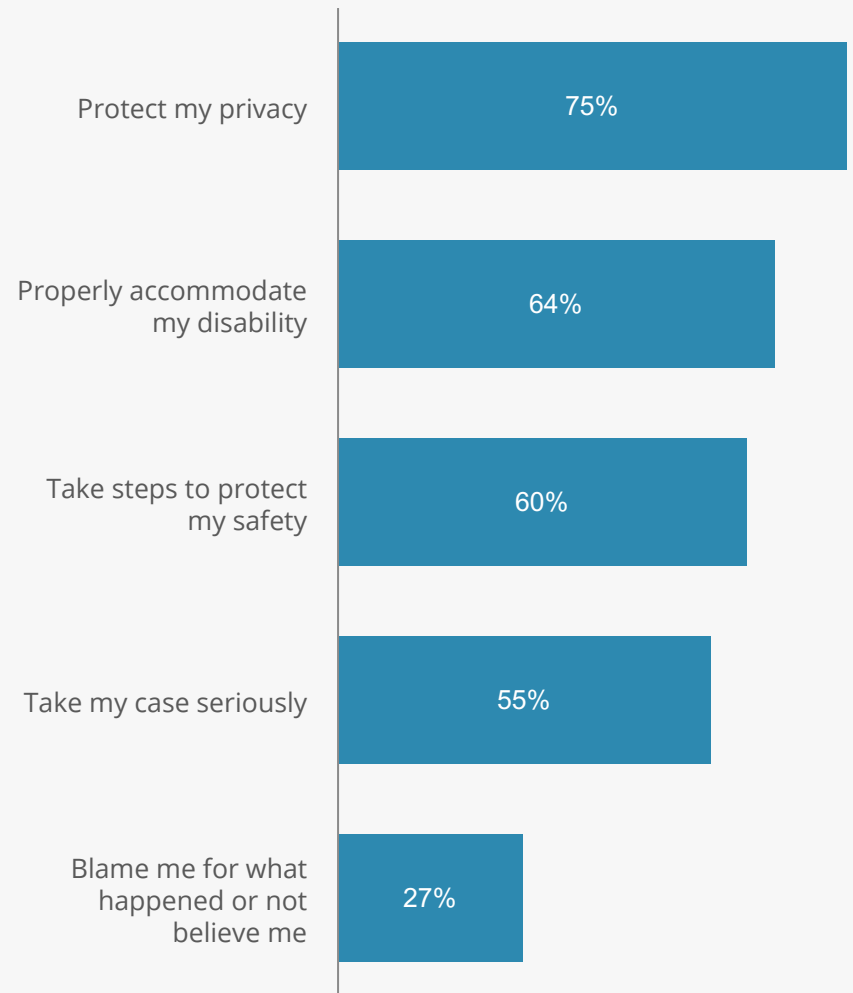
SIV = sexual and interpersonal violence

Findings

Personal Experience

47% of Students Experienced Sexual and Interpersonal Violence in the Past Year

The survey asked students about their experiences of non-consensual sexual contact, sexual harassment, stalking, and intimate partner violence in the past 12 months. Overall, **47% of students** surveyed indicated experiencing at least one form of sexual and interpersonal violence.

- **44%** experienced sexual harassment
- **23%** experienced sexual violence
- **18%** experienced stalking
- **16%** experienced intimate partner violence

Women were more likely to experience two or more incidents of sexual and interpersonal violence compared to men or TGQN students.

INSIGHTS

Even with an anonymous survey, individuals may be hesitant to disclose experiences of unwanted sexual contact[1].

1 Hirsch, J. S. & Khan, S. (2020). Sexual citizens: A landmark study of sex, power and assault on campus. WW Norton.

Fig. 19 Prevalence of sexual and interpersonal violence (last 12 months)

Sexual Harassment	44%
Sexual Violence	23%
Stalking	18%
IPV	16%
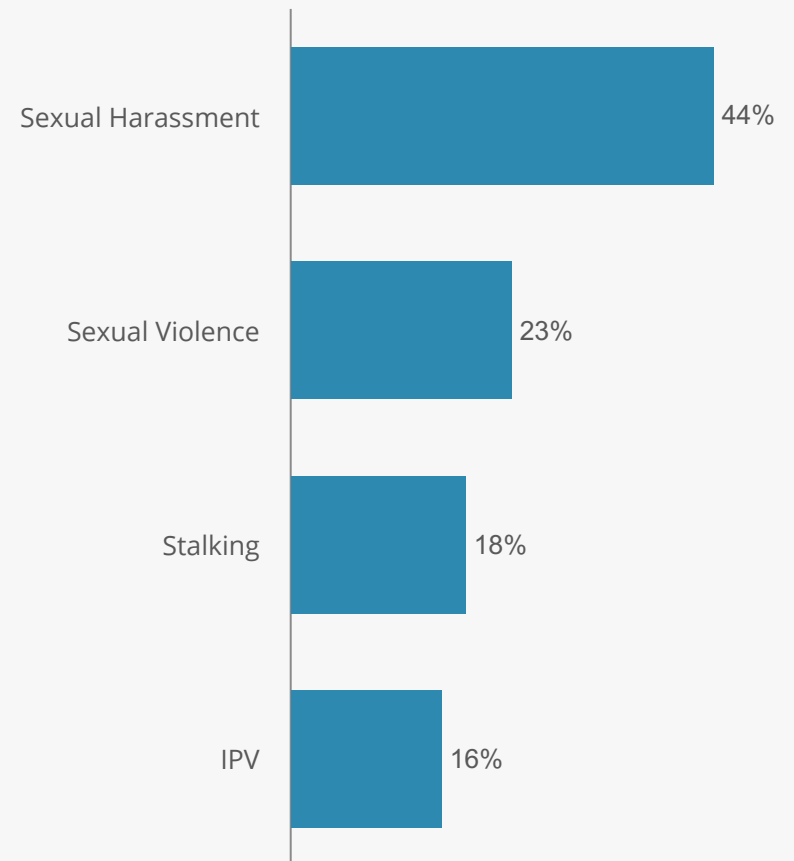
27% experienced **two or more** types of sexual and interpersonal violence.

44% of Students Experienced Sexual Harassment

The survey asked students about their experiences of sexual harassment in the past 12 months. Overall, **about four in ten** students indicated experiencing at least one form of sexual harassment.

The highest percentage of students reported that someone made unwanted sexual advances, comments, gestures, or jokes toward them (34%).

- **25%** indicated someone sent or showed them sexual photos or videos that they did not ask to see.

- **11%** indicated someone shared or threatened to share sexual photos, videos, or rumors of them that they did not want shared.

- **6%** indicated someone continuously asked them to hang out or hook up despite saying no.

- **6%** indicated someone threatened them or offered something in return for sexual contact.

Fig. 20 Prevalence of sexual harassment

Category	Percentage
Unwanted advances, comments, gestures, or jokes	34%
Continuously asked to hang out or hook up despite declining	25%
Showed sexual photos/videos they didn't ask to see	11%
Shared or threatened to share sexual photos, videos, or rumors	6%
Threatened or offered something in return for sexual contact	6%
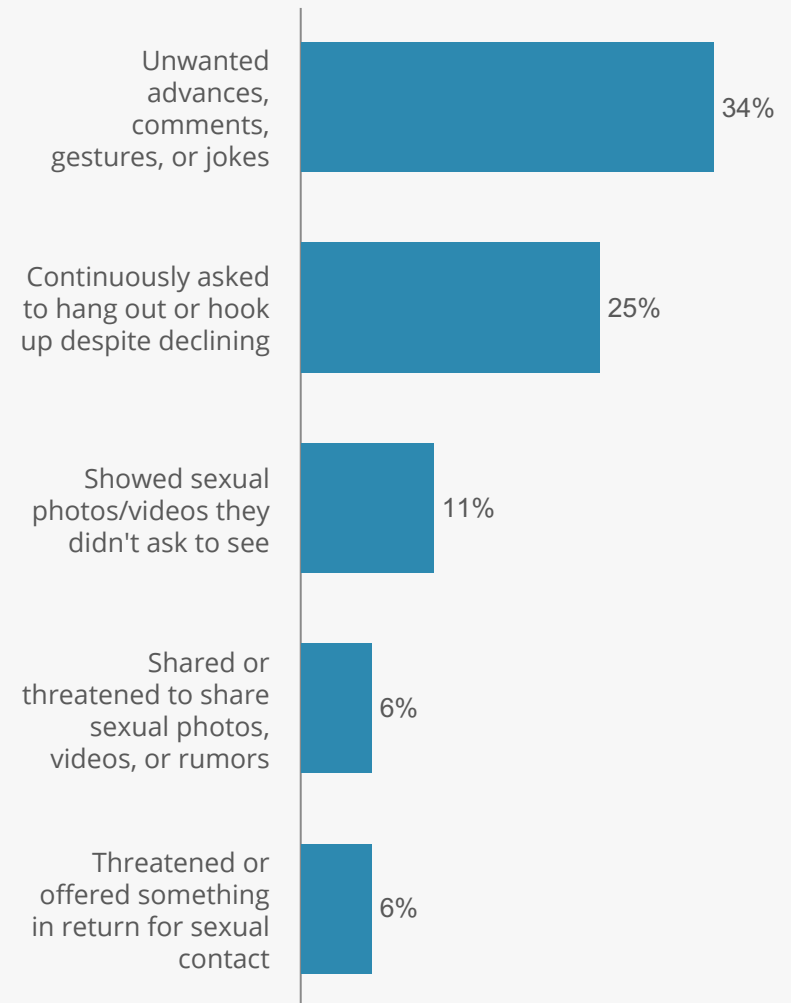
Differences in Experience of Sexual Harassment

The prevalence of sexual harassment varied among demographic groups.

- **LGBT+** students were more likely to answer that they had experienced sexual harassment than **straight** students.

- **Women** were more likely to to answer that they had experienced sexual harassment than **men** and **TGQN** students.

- **Students with a disability** were more likely to answer that they had experienced sexual harassment than their counterparts.

Fig. 21 Prevalence of sexual harassment by demographics

Students with a disability — 72%
LGB+ — 55%
Women — 54%
Survey Sample — 44%
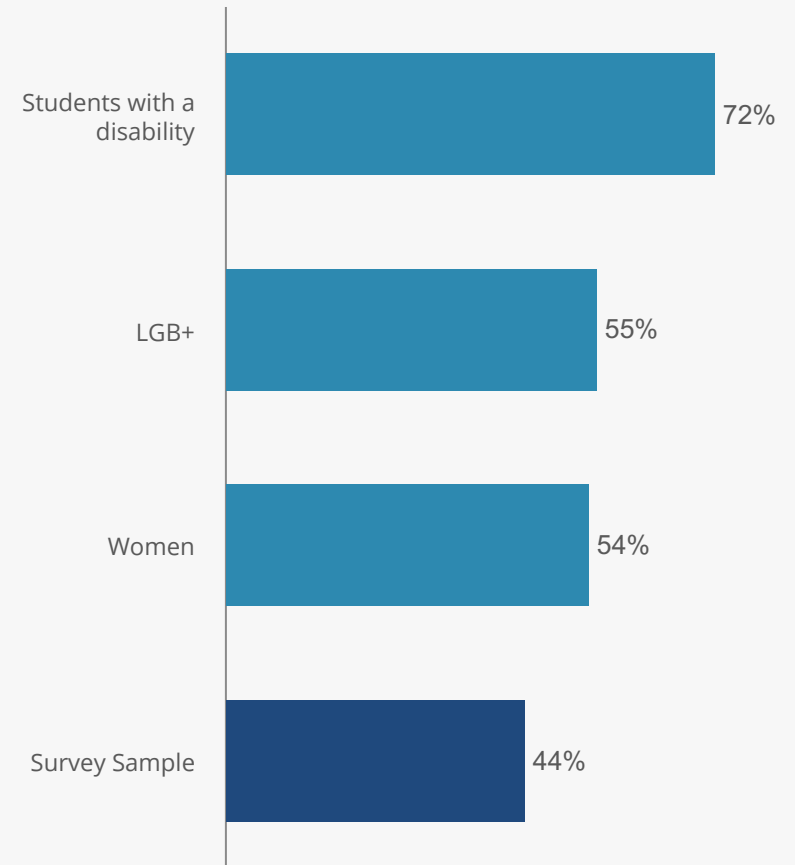
Perpetration of Sexual Harassment

Students who experienced sexual harassment in the past year were asked what their relationship was with the person(s) who engaged in that behavior.

More than half (59%) of students indicated that the perpetrator was an acquaintance, friend of a friend, or someone they just met, and 56% said that it was another student. **About 1 in 4 (27%)** said that the perpetrator was a campus employee other than a TA or RA, coach, or a professor.

Fig. 22 Perpetration of sexual harassment

Relationship	Percentage
Acquaintance	59%
Another student	56%
Other employee	27%
Friend or roommate (current or former)	11%
Partner or spouse (current or former)	9%
Someone else	5%
Coworker	3%
TA or RA	2%
Unsure	2%
Boss or supervisor	0%
Coach or trainer	0%
Family member	0%
Professor	0%
Stranger	0%
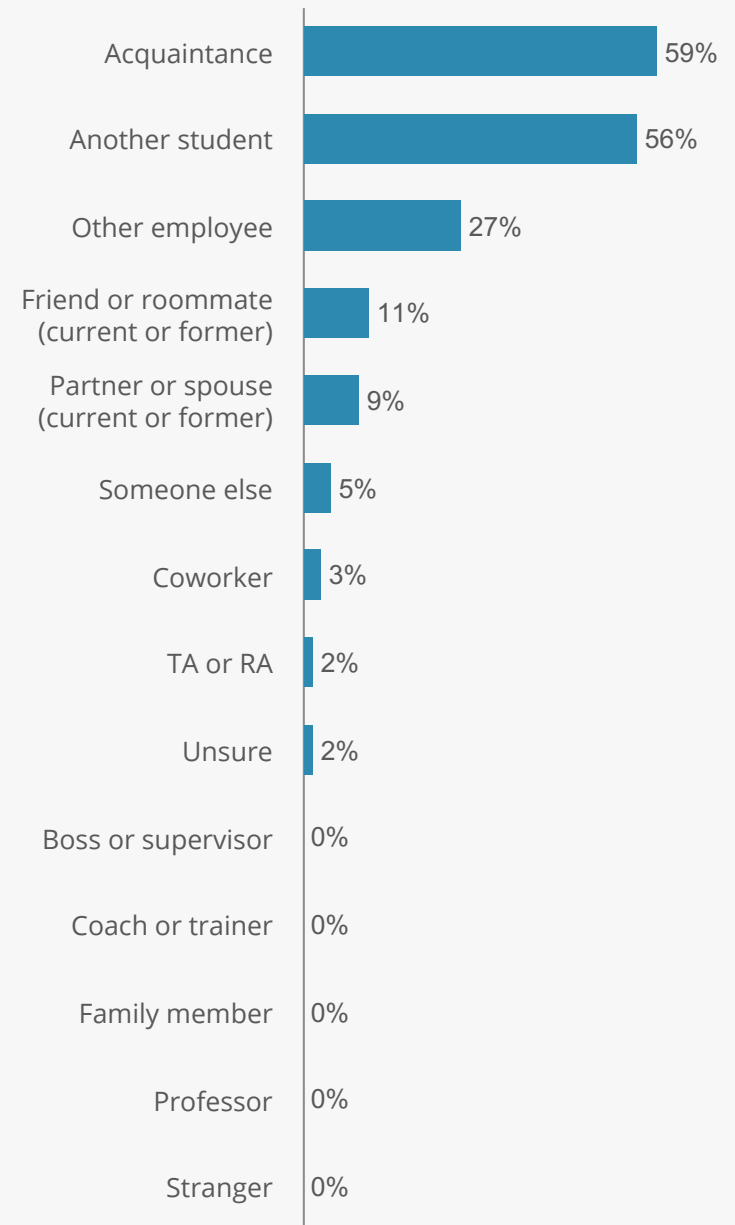
Locations Where Sexual Harassment Occurred

Students who experienced sexual harassment in the past year were asked where the incident took place.

Of those who indicated the location of the incident, **about a third (33%)** said that the incident occurred in a residence hall or dorm.

The sample size was too small to report the percentage of students who indicated that the incident took place in other locations, including: off-campus housing, sorority housing, and a space used by a student club or organization.

Fig. 23 Prevalence of sexual harasssment by location
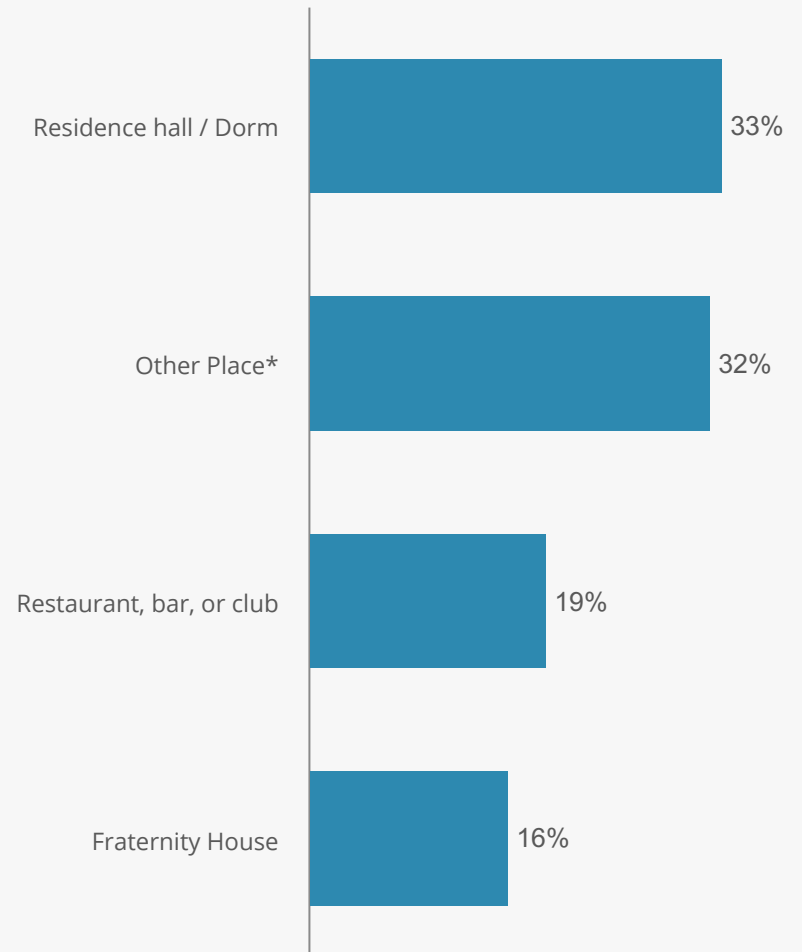
*The sample size was too small to report the percentage of students who indicated other places, including: off-campus housing, sorority housing, and a space used by a student club or organization.

Reporting of Sexual Harassment

Students who indicated that they experienced sexual harassment in the past year were asked if they told someone about the incident.

While **most students (78%)** told a friend, roommate, or family member about the incident, a majority did not report the incident to a campus employee or office.

- **17%** contacted a campus employee
- **16%** contacted the counseling or health center
- **8%** contacted campus safety

Fig. 24 Reporting of sexual harassment

Friend, roommate, or family	78%
Another employee	17%
Counseling or health center	16%
Campus safety	8%
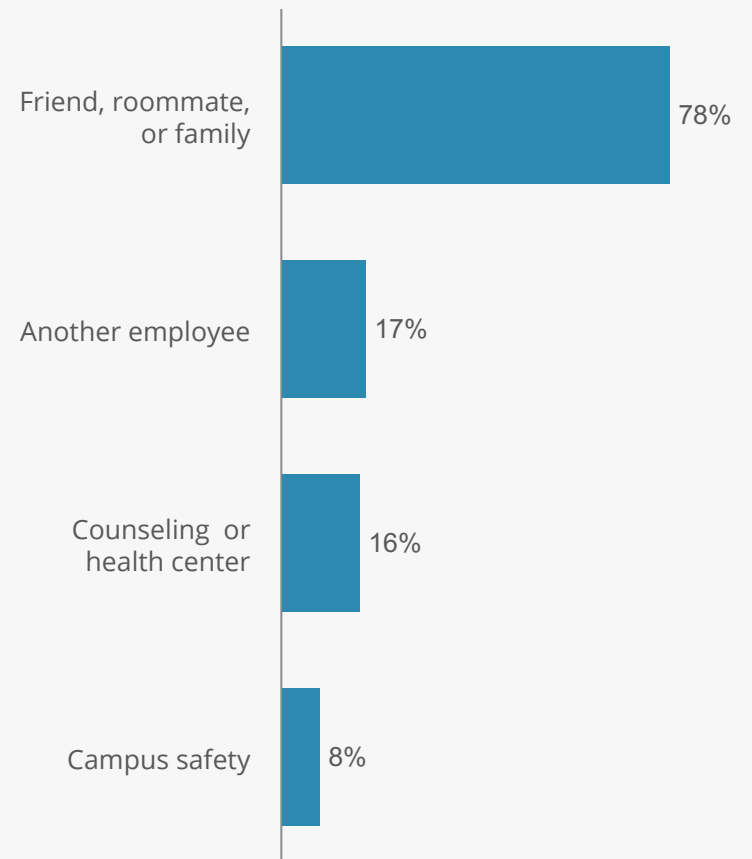
23% of Students Experienced Sexual Violence

Overall, **23% of students** surveyed indicated that they experienced sexual assault and/or rape in the past year. The prevalence of sexual violence varied across demographic groups.

Women and students aged **18-20** were more likely to report experiencing sexual violence than men and students in other age groups.

Fig. 25 Prevalence of sexual violence by demographics

Women — 30%
18-20 — 29%
Survey sample — 23%
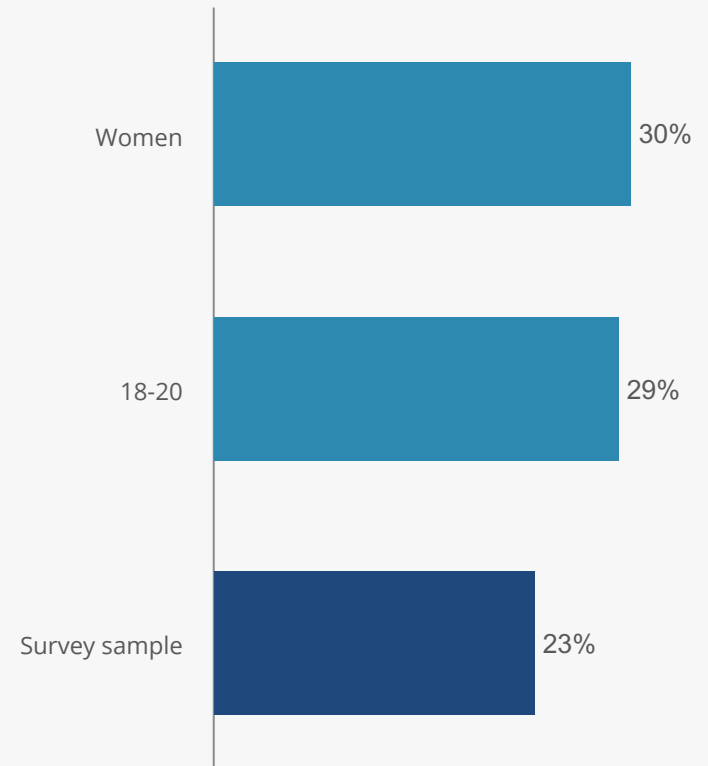
Perpetrators of Sexual Violence

Students who indicated experiencing sexual assault and/or rape in the past year were asked what their relationship was with the person(s) who engaged in that behavior.

More than half (52%) of students indicated that the perpetrator was another student, and **over a third (35%)** said the perpetrator was a campus employee other than a TA or RA, coach, or a professor. Another **32%** said that the perpetrator was an acquaintance, friend of a friend, or someone they just met.

Fewer students indicated that the perpetrator was a current or former friend or roommate (13%), or a professor (13%).

Fig. 26 Perpetration of sexual violence

Another student	52%
Other employee	35%
Acquaintance	32%
Friend or roommate (current or former)	13%
Professor	13%
Boss or supervisor	0%
Coach or trainer	0%
Coworker	0%
Family member	0%
Partner or spouse (current or former)	0%
Stranger	0%
TA or RA	0%
Someone else	0%
Unsure	0%

Locations Where Sexual Violence Occurred

Students who experienced sexual harassment in the past year were asked about where the incident took place.

Of those who indicated the location of the incident, **fifty percent (50%)** said that the incident occurred in a residence hall or dorm.

The sample size was too small to report the percentage of students who indicated that the incident took place in other locations, including: off-campus housing, fraternity housing, sorority housing, and a space used by a student club or organization.

Fig. 27 Prevalence of sexual violence by location
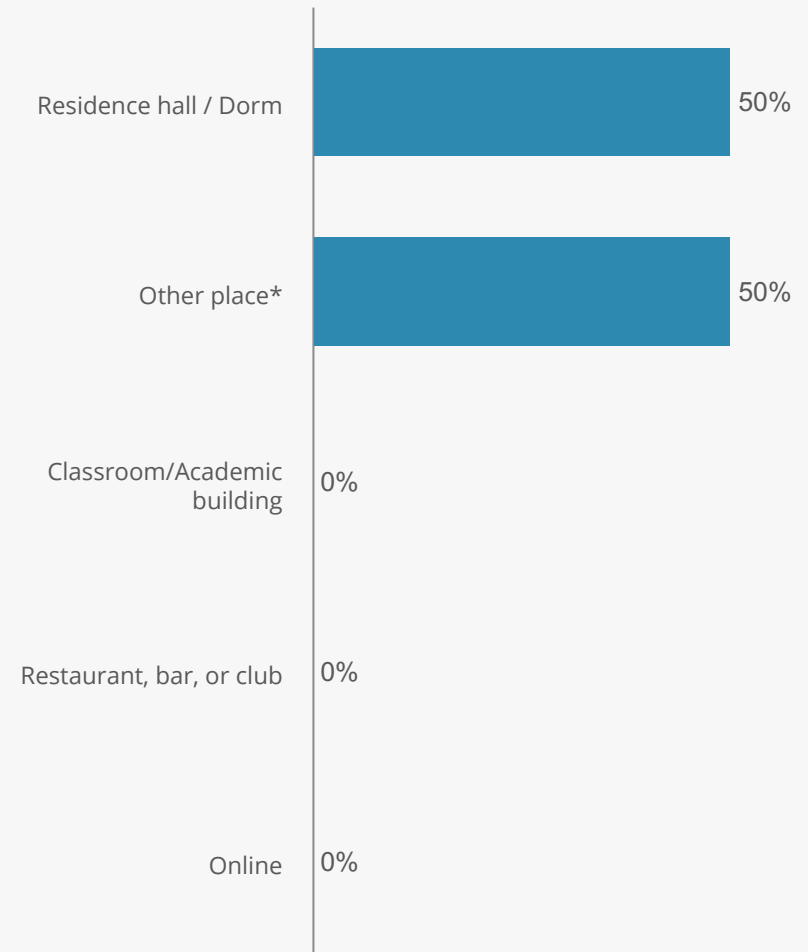
*The sample size was too small to report the percentage of students who indicated other places, including: off-campus housing, fraternity housing, sorority housing, and a space used by a student club or organization.

Reporting of Sexual Violence

Students who indicated experiencing sexual assault and/or rape in the past year were asked if they told someone about the incident.

While **most students (87%)** told a friend, roommate, or family member about the incident, a majority did not report the incident to a campus employee or office.

- **19%** contacted a campus employee
- **10%** contacted the counseling or health center
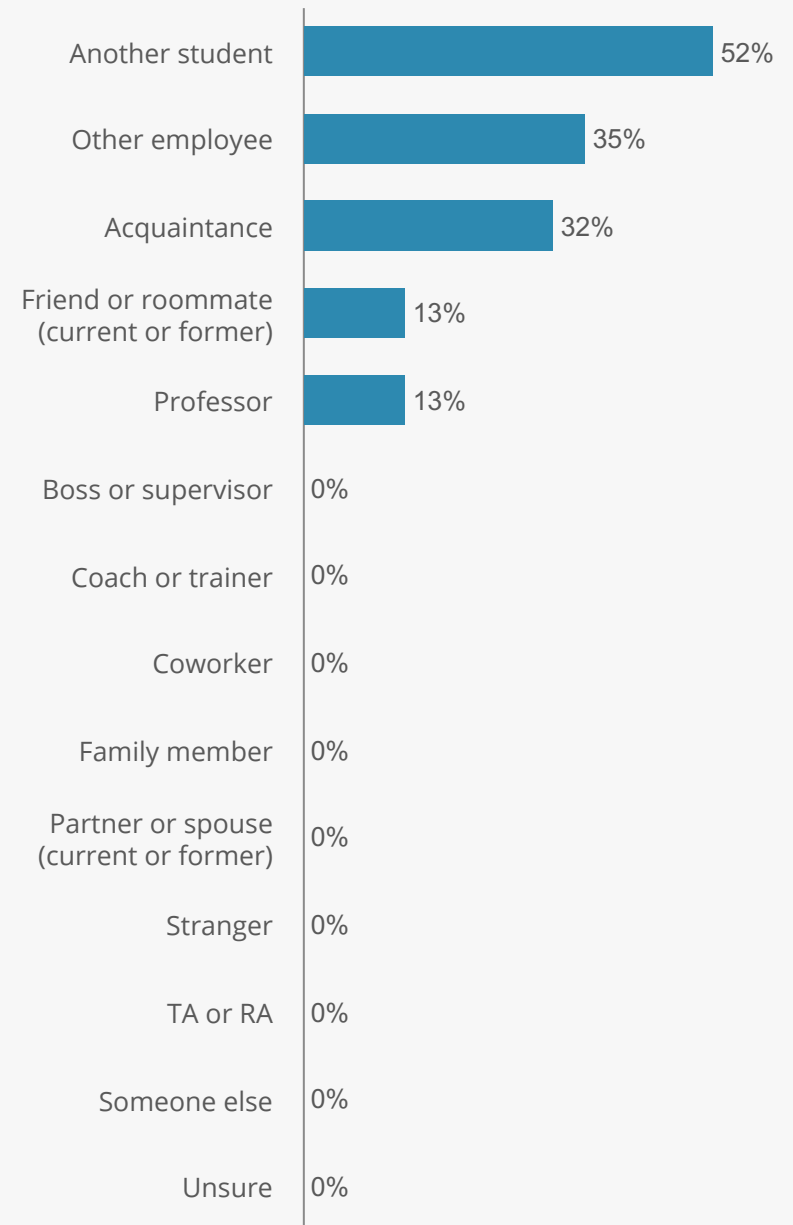- **6%** contacted campus safety

Fig. 28 Reporting of sexual violence

Category	Percentage
Friend, roommate, or family	87%
Another employee	19%
Counseling or health center	10%
Campus safety	6%
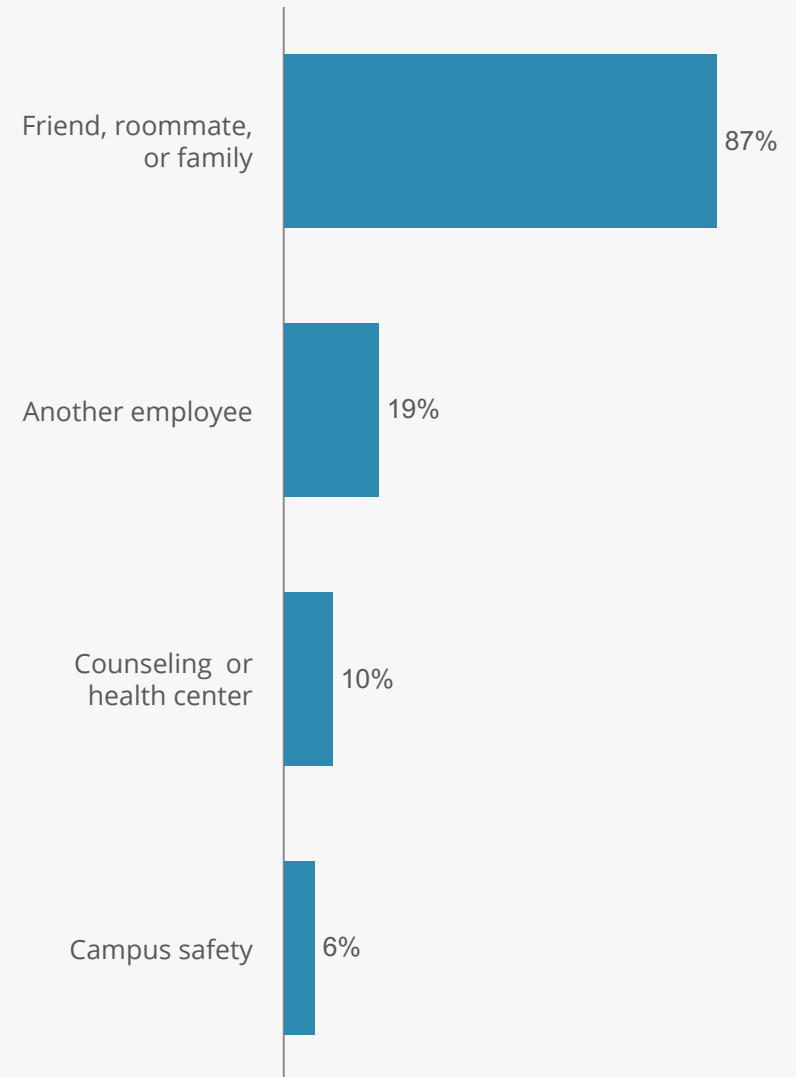
16% of Students Experienced Intimate Partner Violence

The survey asked students about their experiences of intimate partner violence (IPV) in the past year. Overall, **16% of students** indicated experiencing IPV.

About 1 in 10 students reported that an intimate partner called them names, insulted, or humiliated them. Fewer students indicated that a current or former partner physically hurt or injured them, controlled or attempted to control them physically, emotionally, or financially, or that they threatened to hurt them, their family, friends, pets, or themselves to influence them.

Straight students were more likely to answer that they had experienced intimate partner violence compared to LGB+ students.

Fig. 29 Prevalence of intimate partner violence

Category	Percent
Called them names, insulted, or humiliated	10%
Physically hurt or injured	6%
Controlled or attempted to control them	6%
Threatened to hurt them, family, friends, pet, or self	5%
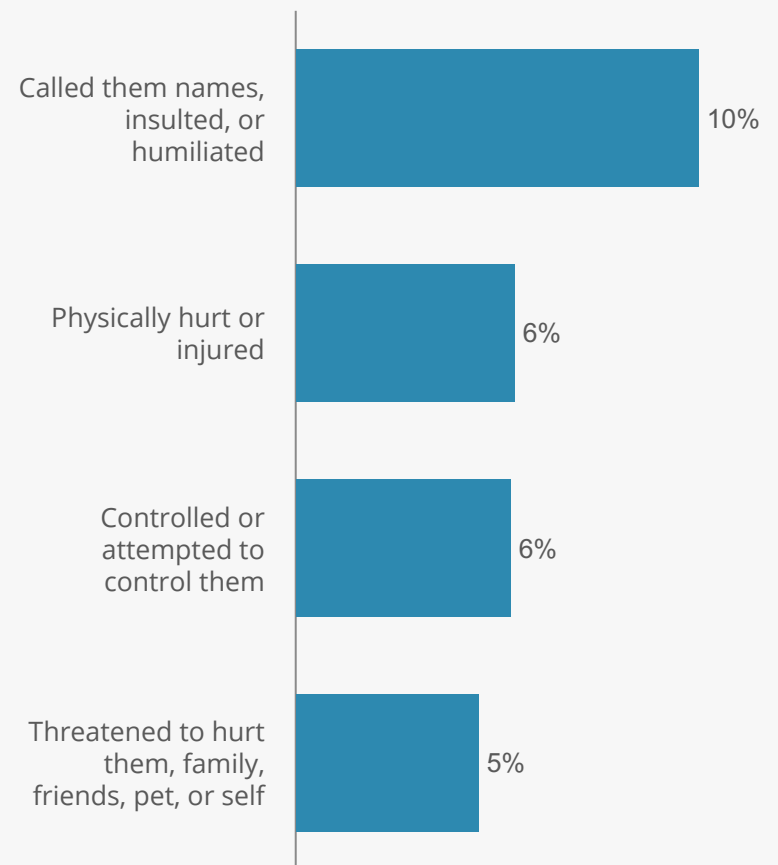
Reporting of Intimate Partner Violence

Students who indicated experiencing intimate partner violence in the past year were asked if they told someone about the incident.

While **most students (71%)** told a friend, roommate, or family member about the incident, fewer reported the incident to a campus employee or office.

- **31%** contacted the counseling or health center
- **31%** contacted campus safety
- **14%** contacted a campus employee

Fig. 30 Reporting of intimate partner violence

Friend, roommate, or family	71%
Counseling or health center	31%
Campus safety	31%
Another employee	14%
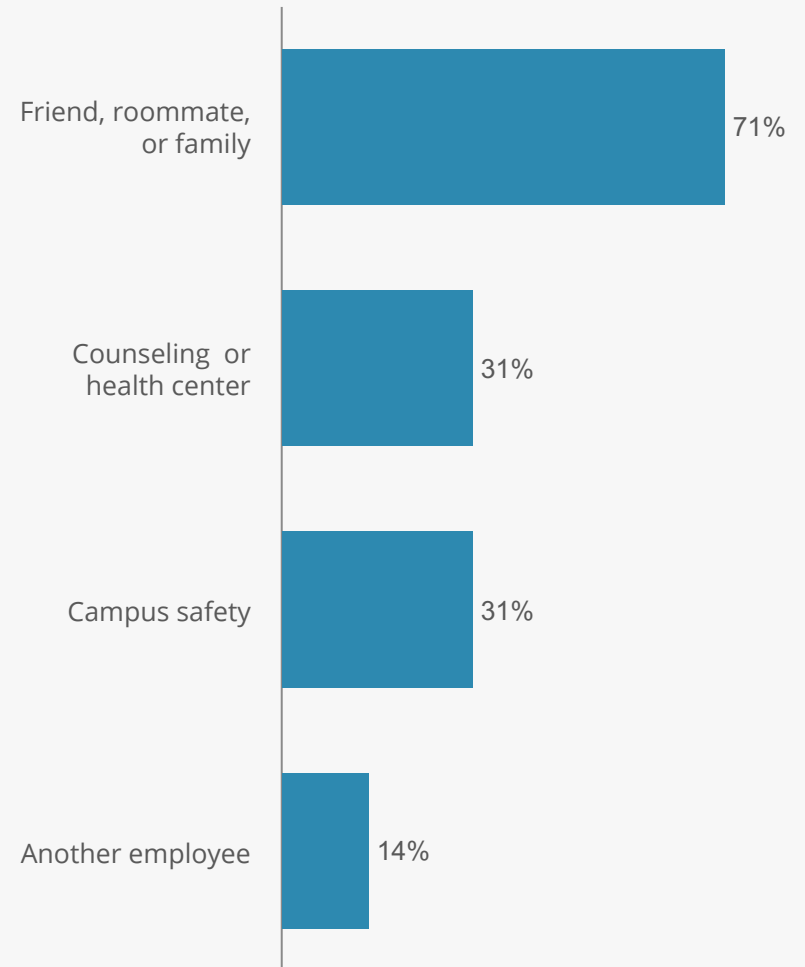
18% of Students Experienced Stalking

Students were asked about stalking situations when someone acted in a way that seemed obsessive or made them concerned for their safety in the past year. Overall, **18% of students** indicated experiencing at least one form of stalking.

The highest percentage of students indicated that someone repeatedly called them or sent unwanted messages' (15%).

- **10%** indicated someone waited for them or showed up in places when they didn't want them there.

- **4%** indicated someone watched, followed, spied on, tracked, or monitored them.

- **4%** indicated someone left them unwanted gifts, flowers, or other items.

Fig. 31 Prevalence of stalking by behavior

Behavior	Percentage
Repeated calls or messages	15%
Waited for them or showed up places unwanted	10%
Watched, followed, spied on, tracked, or monitored them	4%
Left unwanted gifts, flowers, or other items	4%
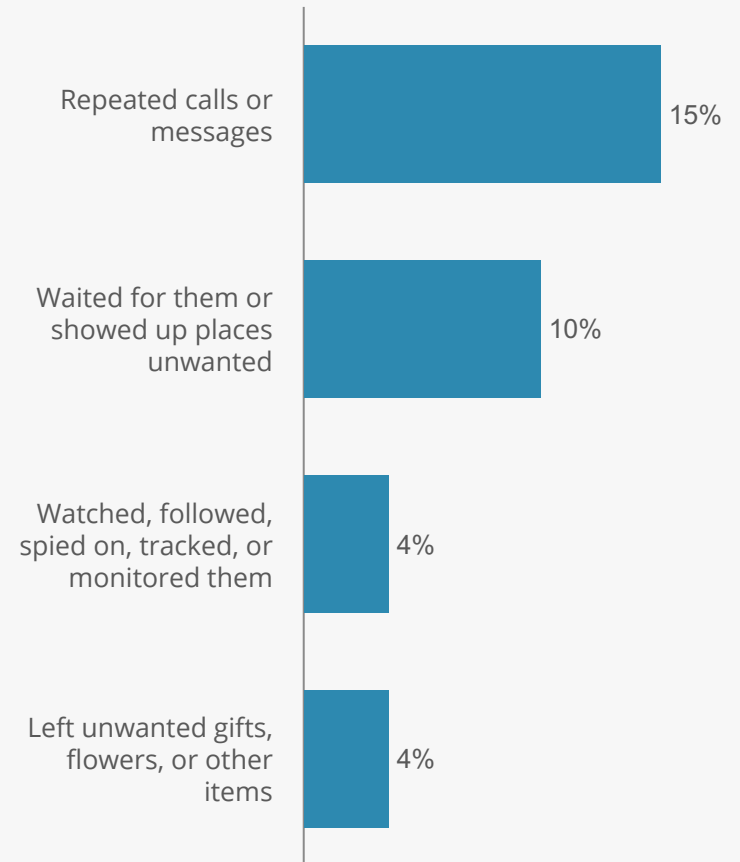
Differences in Experience of Stalking

The prevalence of stalking varied based on gender and race/ethnicity.

Women and **BIPOC** students were more likely to report experiencing stalking compared to men and White students.

Fig. 32 Prevalence of stalking by demographics

BIPOC 37%

Women 22%

Survey Sample 18%
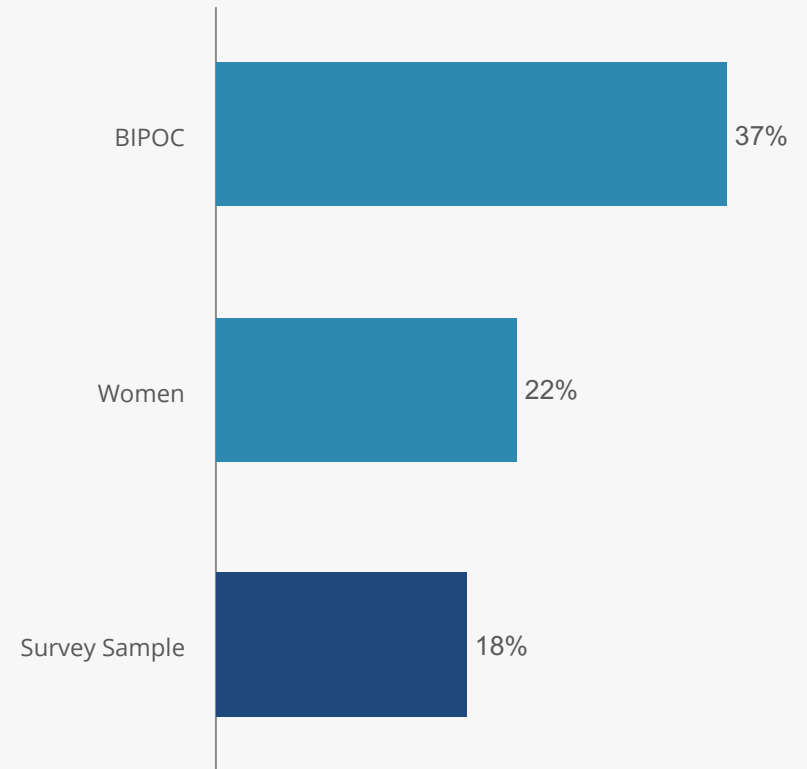
Perpetrators of Stalking

Students who experienced stalking in the past year were asked what their relationship was with the person(s) who engaged in that behavior.

The highest percentage of students indicated that the perpetrator was a current or former partner or spouse (32%), followed by another student (32%), and an acquaintance, friend of a friend, or someone they just met(19%).

Fewer indicated that the perpetrator was a current or former roommate (16%), a family member (4%), or a campus employee other than a TA or RA, coach, or a professor (4%).

Fig. 33 Perpetration of stalking

Category	Percentage
Partner or spouse (current or former)	32%
Other student	32%
Acquaintance	19%
Friend or roommate (current or former)	16%
Family member	4%
Other employee	4%
Boss or supervisor	0%
Coach or trainer	0%
Coworker	0%
Professor	0%
Stranger	0%
TA or RA	0%
Someone else	0%
Unsure	0%
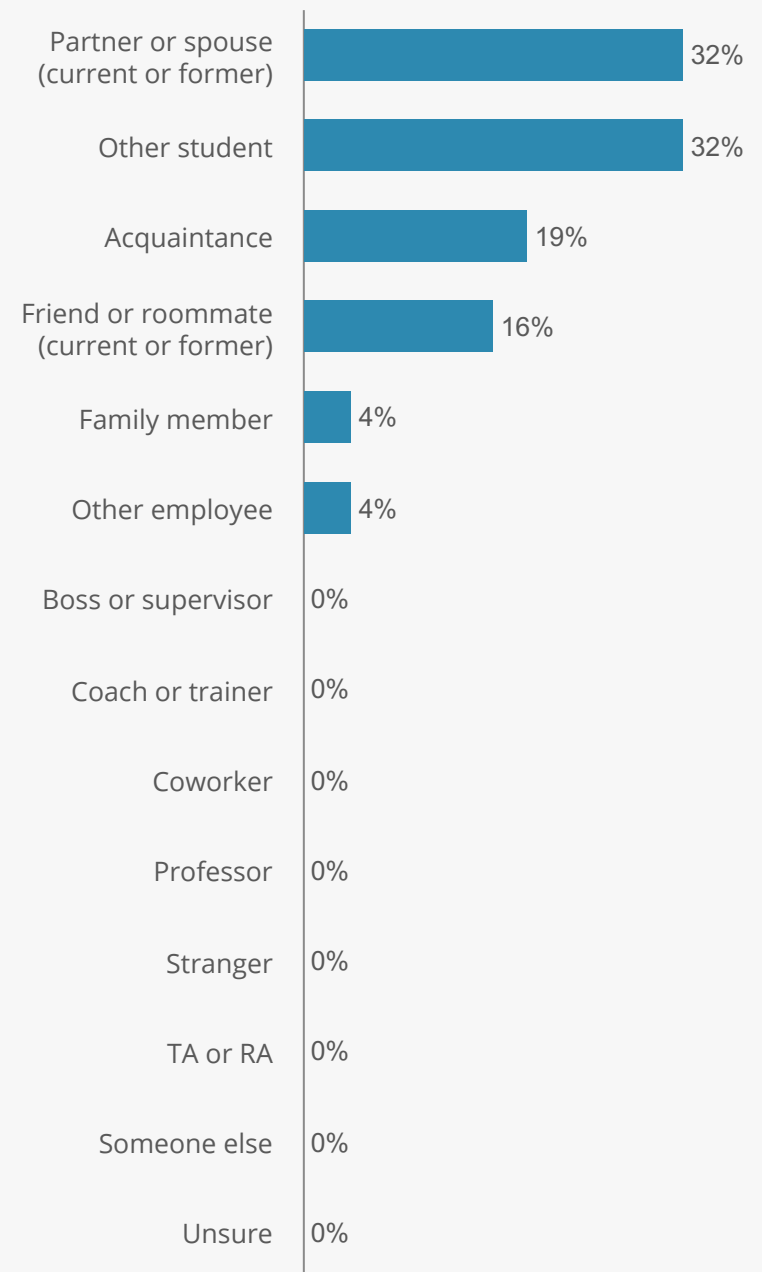
Reporting of Stalking

Students who indicated experiencing stalking in the past year were asked if they told someone about the incident.

While **most students (76%)** told a friend, roommate, or family member about the incident, a majority did not report the incident to a campus employee or office.

- **20%** contacted the counseling or health center
- **12%** contacted a campus employee
- **8%** contacted campus safety

Fig. 34 Reporting of stalking

Friend, roommate, or family	76%
Counseling or health center	20%
Another employee	12%
Campus safety	8%
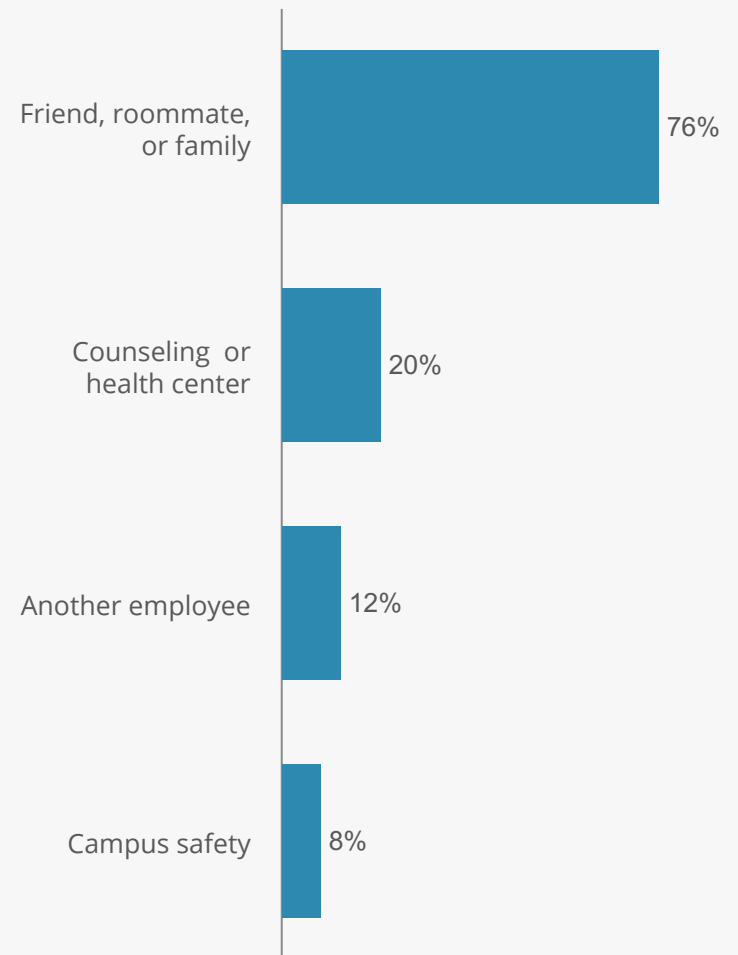
Findings

Reporting

Reasons Students Did Not Report

Students who indicated experiencing sexual and interpersonal violence but did not report it, were asked about reasons they did not contact a campus official about the incident.

The most common reason why students did not report the incident was they did not trust that the report would be taken seriously (36%), followed by they worried they would not get the outcome they were looking for (25%), and worried about being blamed or not believed (20%).

Fig. 35 Reasons participants did not report sexual or interpersonal violence

Reason	Percentage
Didn't trust it'd be taken seriously	36%
Worried about not getting desired outcome	25%
Worried about being blamed/not believed	20%
Concerned about confidentiality	18%
Didn't want perpetrator to get in trouble	10%
Didn't know who/how to contact for help	7%
Worried about retaliation from perpetrator	5%
Worried they'd be unable to accommodate disability	2%
Worried about discipline for using drugs, alcohol, etc.	2%
Didn't think it was serious enough	0%
Worried it would interfere with school/activities	0%
Another reason	0%

Experiences with Reporting Process

Students who experienced sexual and interpersonal violence in the past year and contacted a campus official were asked about their experience reporting the incident.

A majority 81% of students indicated that they were provided support and resources. **Less than half** said that the the reporting process was clearly explained to them (38%), and about **one in five** felt that their disclosure was not taken seriously (19%).

Fig. 36 Experiences reporting sexual or interpersonal violence

- Given support and resources — 81%
- Reporting process was clearly explained — 38%
- Report wasn't taken seriously — 19%
- Blamed or wasn't believed — 13%
- Privacy or safety wasn't protected — 13%
- Unwanted action was taken — 13%
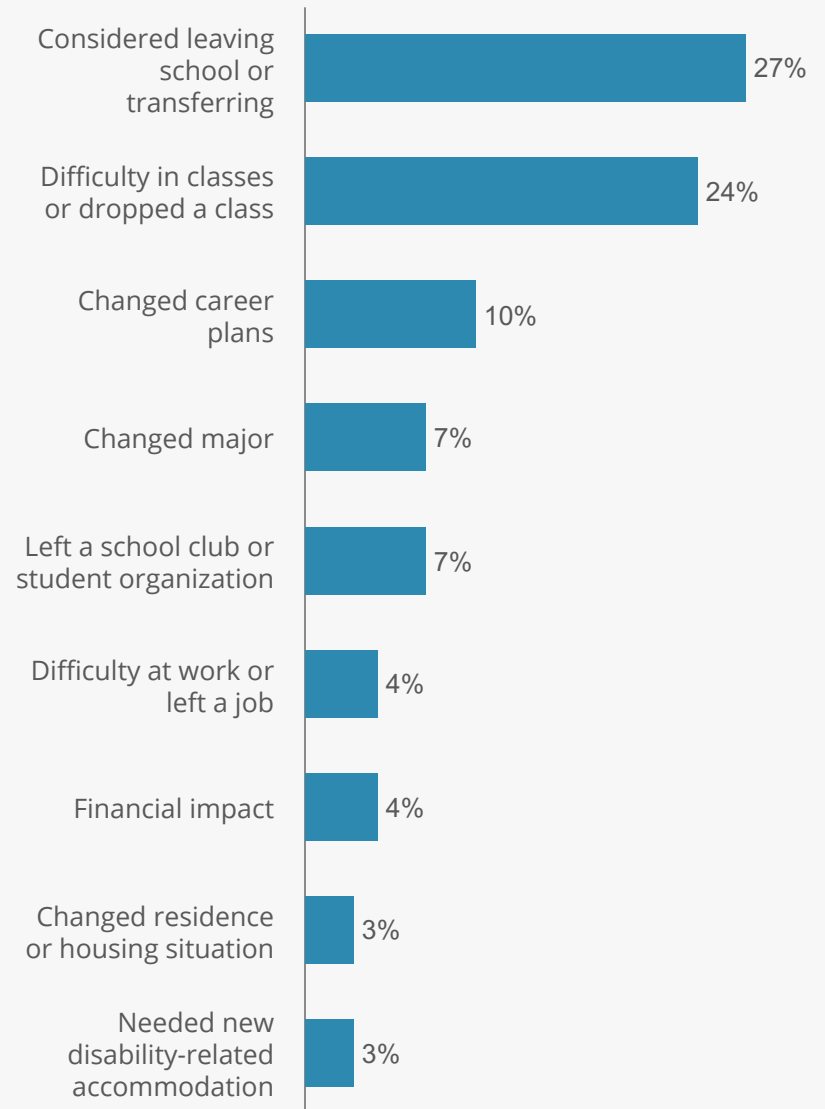- Disability wasn't properly accommodated — 0%
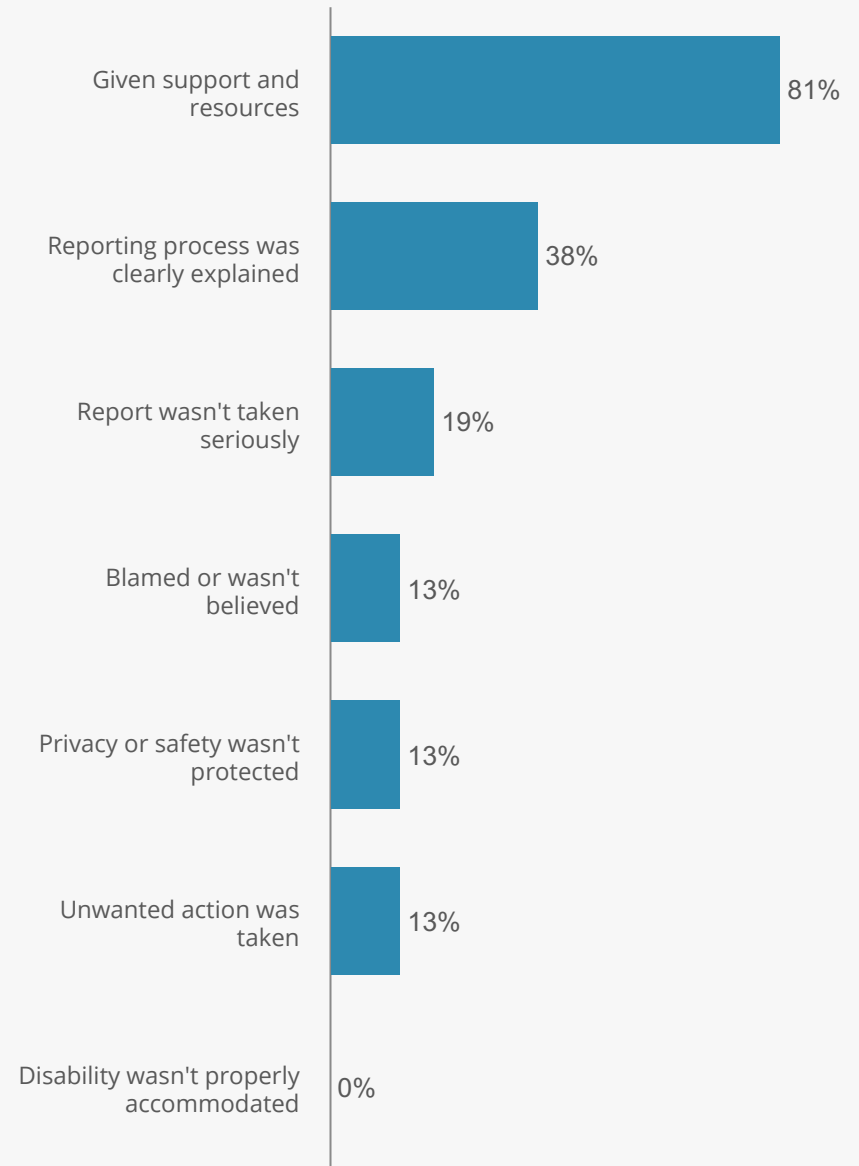
Findings

Victim Impacts

Academic, Professional, & Student Life Impacts

Students who indicated experiencing sexual harassment, sexual violence, intimate partner violence, or stalking were asked about impacts they experienced following the incident.

About one in four students who experienced an incident considered leaving school or transferring (27%) or reported difficulty in classes or dropped a class (24%). **About one in ten (10%)** changed career plans (10%).

Fig. 37 Impacts on academic, professional, or student life

Considered leaving school or transferring	27%
Difficulty in classes or dropped a class	24%
Changed career plans	10%
Changed major	7%
Left a school club or student organization	7%
Difficulty at work or left a job	4%
Financial impact	4%
Changed residence or housing situation	3%
Needed new disability-related accommodation	3%

Mental Health Impacts

Students who indicated experiencing sexual or interpersonal violence were also asked about whether they experienced certain mental health symptoms in the past year.

A majority of students who experienced an incident reported that they felt nervous, anxious, or on edge (72%), felt down, depressed, or hopeless (60%), and were unable to stop or control worrying (59%).
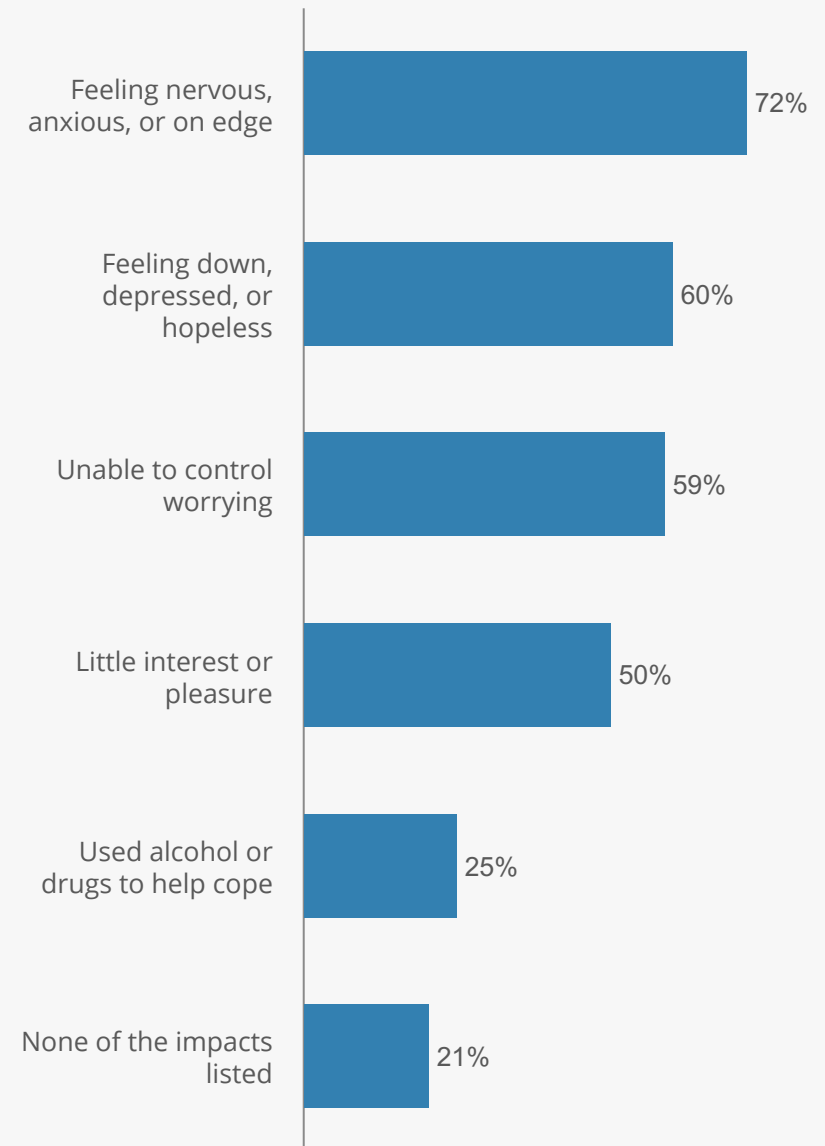
About half (50%) reported that they felt little interest or pleasure in doing things, and about **one in four (25%)** had used alcohol or drugs to help cope with stress or negative thoughts about the incident.

INSIGHTS

The COVID-19 pandemic has been linked to an increase in anxiety, depression, and social isolation among college students. A sense of belonging with their college campus may be a protective factor.

Gopalan, M., Linden-Carmichael, A., & Lanza, S. (2022). College Students' Sense of Belonging and Mental Health Amidst the COVID-19 Pandemic. The Journal of Adolescent Health, 70(2), 228–233.

Fig. 38 Impacts on mental health

| Impact	Percentage
Feeling nervous, anxious, or on edge	72%
Feeling down, depressed, or hopeless	60%
Unable to control worrying	59%
Little interest or pleasure	50%
Used alcohol or drugs to help cope	25%
None of the impacts listed	21%

Findings

Bystander Intervention

Bystander Behaviors

Students were asked if they witnessed certain situations of sexual and interpersonal violence in the past year and, if so, how they responded to those situations.

- **46% witnessed someone make unwanted sexual comments, jokes, or gestures**. Among those, 67% intervened in some way.

- **44% thought someone might be in an abusive relationship**. Among those, 52% intervened in some way.

- **33% witnessed someone trying to hook up with someone else who was passed out or unable to consent**. Among those, 68% intervened in some way.

- **23% learned of rumors that someone forced someone else to have sex**. Among those, none said that they intervened.

Fig. 39 Percentage of students who intervened after witnessing an incident

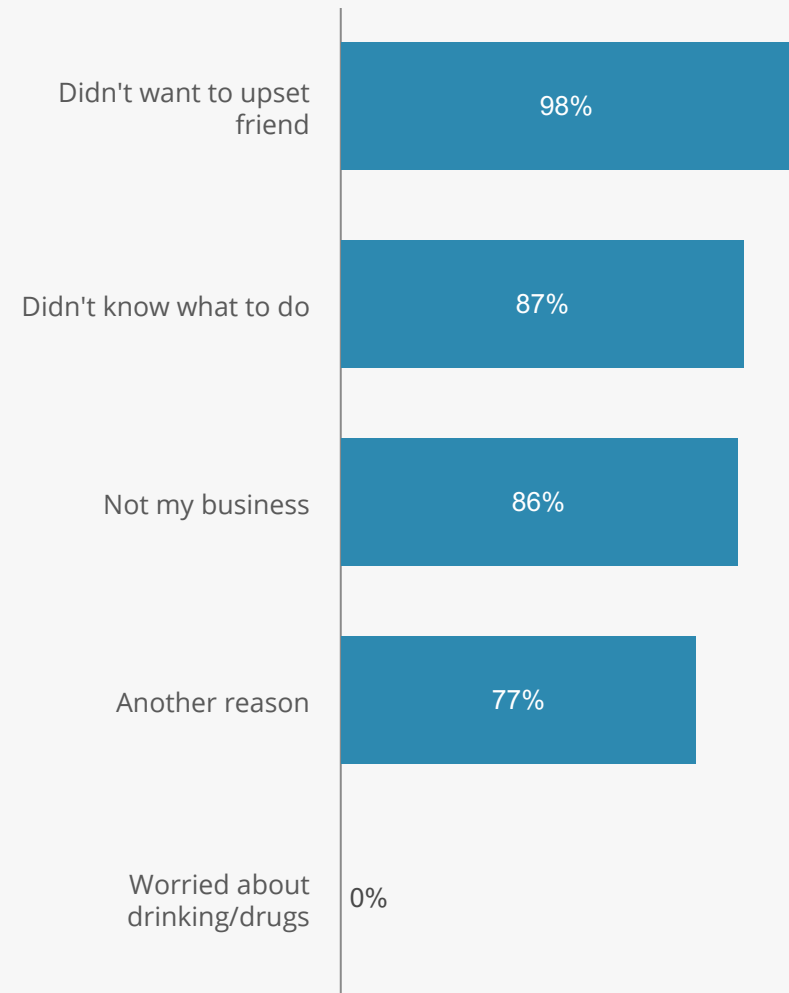|	
Learned of rumors that someone forced someone else to have sex	68%
Witnessed someone make unwanted sexual comments, jokes, or gestures	67%
Thought someone might be in an abusive relationship	52%
Learned of rumors that someone forced someone else to have sex	0%
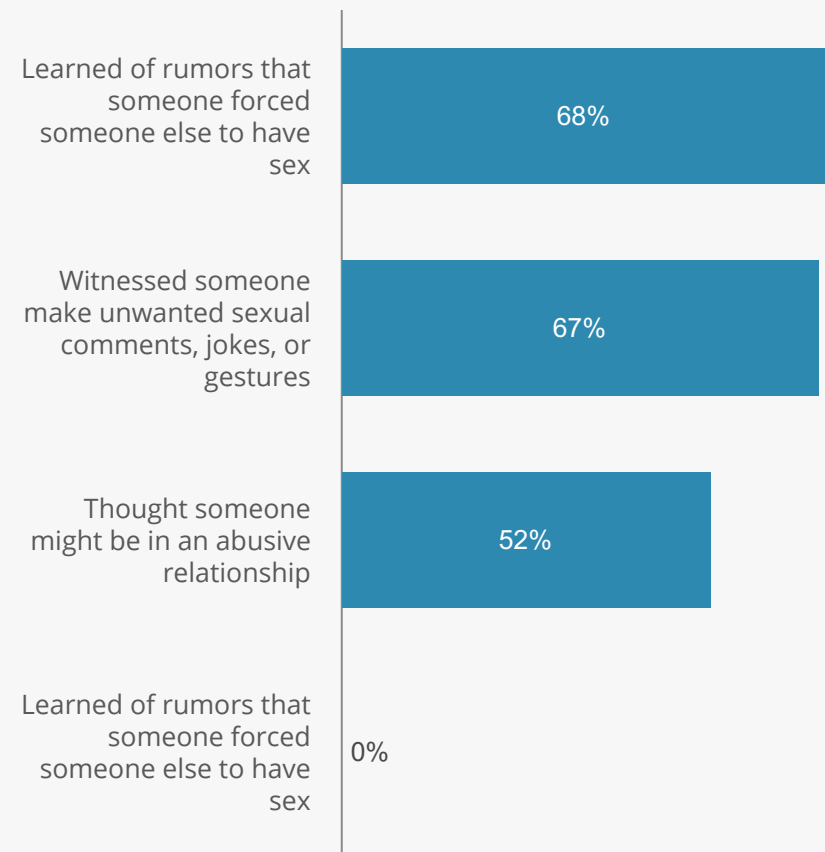
Why Students Did Not Intervene

Students who witnessed certain situations of sexual and interpersonal violence in the past year were asked about reasons why they did not intervene.

- **98%** didn't want to upset a friend

- **87%** weren't sure what to do

- **86%** felt it wasn't their business

- **77%** didn't intervene for another reason

- **None** of the students answered 'didn't want to get in trouble for drinking and/or doing drugs' as the reason why they did not intervene.

Fig. 40 Reasons students did not intervene

Didn't want to upset friend	98%
Didn't know what to do	87%
Not my business	86%
Another reason	77%
Worried about drinking/drugs	0%

Recommendations

Recommendations

Included on the next page are recommendations to address key findings from the Hobart and William Smith Colleges student experience survey. We recognize that it may not be feasible to implement all of these recommendations, but this list serves as a starting point for you to develop an evidence-based action plan.

Any mention of specific programs is not an endorsement of the program, but a recommendation that was developed based on evidence of risk and protective factors for sexual and interpersonal violence, effectiveness, accessibility, and input from experts.

Research supports that effective programming should 1) be implemented at several socio-ecological levels, 2) utilize various approaches, 3) and occur often[1]. Research also shows that retention of knowledge and skills tends to decline after three months, highlighting the importance of frequent training and programming.

1 McMahon, S., Steiner, J. J., Snyder, S., & Banyard, V. L. (2021). Comprehensive Prevention of Campus Sexual Violence: Expanding Who Is Invited to the Table. Trauma, Violence, & Abuse, 22(4), 843–855.

Developing an Action Plan

An action plan can help you implement and track the effectiveness of the prevention efforts at your institution over time.

Considerations when developing the action plan:

1 **Collaborate with a diverse group of campus stakeholders.** When developing and implementing the action plan you may choose to include students, faculty/staff, leadership, and community partners, among others. This group should be representative of the entire campus population.

2 **Tailor the action plan to your institution.** Our recommendations are broad and should be considered within the context, needs, and culture of your institution. An effective action plan should include a specific goal, actionable steps, allocation of resources, a timeline, and a plan for monitoring and evaluating progress.

3 **Be transparent.** Every campus community member has a vested interest in reducing sexual and interpersonal violence. Being open and honest when communicating about the action plan can help build trust.

Key Findings

Students of color, gender and sexual minorities, and students with a disability reported a lower sense of belonging.

Increasing a sense of belonging, equity, and well-being among students can help improve campus climate.

pg. 11-12

Recommendations

1. Ensure the institution has culturally responsive and diverse resources, staff, and activities.

2. Evaluate the institution's policies through an equity lens and adjust policies to address systematic barriers.

3. Evaluate current steps being taken to protect students' physical and emotional safety and consider improvements that can be made. Train faculty and staff to use a holistic, trauma-informed approach when interacting with students.

Key Findings

Many students lacked awareness of campus policies and reporting procedures.

45% of students did not understand what happens when a student reports an incident to campus officials.

pg. 14

Recommendations

1. Review all campus policies to ensure they are explained in plain language that avoids legal jargon.

2. Increase awareness of policies through targeted educational efforts. Students are more likely to remember policies if they are exposed to them in various formats at various times throughout their academic career. Place policy information in accessible, commonly viewed areas, such as dining halls, bathrooms, class syllabi, and on your website.

3. Clearly and succinctly explain the Title IX reporting process to assist students in making an informed decision to report incidents to campus officials.

Key Findings

Students felt the institution could be doing more to prevent sexual and interpersonal violence.

LGB+ students and students with disabilities were more likely to hold this view.

pg. 16-17

Recommendations

1. Evaluate current prevention programming and determine if additional or different programming is necessary.

2. Increase awareness of what the institution is currently doing to prevent sexual and interpersonal violence, and how the institution addresses perpetrators of misconduct.

3. Create an action plan that explains how the institution intends to address these concerns. Communicating this information transparently with students may help improve perceptions of campus culture and accountability.

Key Findings

Students expressed concerns about reporting incidents to the institution.

Among students that experienced an incident but did not report it, over a third (36% said they were worried the institution would not take it seriously.

pg. 18 and 37

Only 38% of students who reported an incident said the reporting process was clearly explained to them.

pg. 38

Recommendations

1. Clearly and openly explain the institution's policies, key findings from the climate survey, and how the institution plans to address the concerns raised by students. Transparency and collaboration can help build trust in the institution.

2. Increase awareness about resources and options students have after experiencing sexual violence, including which resources are confidential and what to expect during the reporting process.

3. Evaluate current policies that address the safety of reporting individuals and how these policies are communicated to the campus community.

Key Findings

Overall, a low percentage of students reported incidents to campus officials.

pg. 25, 29, 31, & 35

Recommendations

1. Ensure students are aware of the confidential services provided by the counseling and health centers and how they can contact them.

2. Address systematic barriers for reporting to law enforcement and work to establish campus community and police partnerships.

3. Ensure faculty and staff are properly trained in identifying and responding to sexual and interpersonal violence. Encourage them to address Tile IX protections in their courses and syllabi.

Key Findings

Common locations where incidents occurred include residence halls/dorms, restaurants or bars, and fraternity houses.

pg. 24 and 28

Recommendations

1. Consider the circumstances that may create environments that allow violence and harassment to occur. Implement transformative approaches to spaces controlled by the institution. This can range from creating awareness, redesigning housing, and adjusting policies that impact who has access to and control of campus spaces. A resource that can help with this is the SPACE toolkit.

2. Consider holding focus groups with students to gather information about their experiences in these places to learn if there are structural issues that perpetuate violence and harassment.

3. Provide prevention training to fraternity members that address toxic masculinity, heavy drinking culture, and rape myths.

4. The institution can partner with local restaurants and bars to aid in prevention and response. This could include bystander intervention training and posting resource information in restrooms, among other strategies. Ensure students have guaranteed safe rides home.

Key Findings

A high percentage of those who experienced sexual and interpersonal violence also experienced academic and mental health impacts.

About one in four (27%) considered transferring or leaving school.

pg. 40-41

Recommendations

1. Bolster systems that provide supportive measures to students who experience sexual and interpersonal violence. Review the supports available to students who have difficulty in classes.

Key Findings

A high percentage of students who witnessed an incident did not intervene.

Students commonly did not intervene because they did not want to upset their friend or did not know what to do.

pg. 43-44

Recommendations

1. Assess current bystander intervention programming and consider increasing and altering programming to meet the specific needs of the student population. Examples of bystander intervention programs supported by research include:

    - Bringing in the Bystander
    - Green Dot
    - The Men's Program
    - TakeCARE
    - Take a Stand
    - The Women's Program
    - InterAct
    - SCREAM
    - OneAct
    - MVP
    - RESPECT
    - Friends Helping Friends
    - Safe Sisters
    - The Men's Project
    - SWAT
    - U Got This!
    - Intervene